DOCUMENT RESUME

ED 086 899 CE 000 941

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TITLE	Visual Merchandising through Display: Advertising Services Occupations.
INSTITUTION	New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
PUB DATE	72
NOTE	174p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Adult Education; Audiovisual Aids; *Commercial Art; *Course Content; *Curriculum Guides; Display Panels; Equipment; Exhibits; Grade 12; *Merchandising; Occupations; Secondary Education; Vocational Education
IDENTIFIERS	Visual Merchandizing Techniques

ABSTRACT

The increasing use of displays by businessmen is creating a demand for display workers. This demand may be met by preparing high school students to enter the field of display. Additional workers might be recruited by offering adult training programs for individuals working within the stores. For this purpose a curriculum guide has been developed describing: employment demands, administrative considerations, facilities, student attributes, course format, teaching suggestions, expected outcomes, course outline, and using audiovisual materials, followed by an appendix of suggestions for the course. The course is designed for a ten to twenty week program at the twelth grade level. The course is arranged by topic under the headings of performance objectives, instructional techniques, learning experiences, and evaluative techniques. (DS)

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Advertising Services Occupations

Visual Merchandising

through

Display

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THE UNIVERSITY OF THE STATE OF NEW YORK · THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224

Advertising Services Occupations

Visual Merchandising through Display

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224

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Foreword

As a result of the competition for the consumer's dollar, retail merchants are relying more and more on the use of displays to increase their sales. Visual merchandising attempts to exhibit an article so effectively that it catches the customer's eye and prompts him to make a purchase. The preparation of a display is not just decorating a specific area, but involves the arrangement of items and the effective use of color, lights, and attention-getting devices to exhibit the merchandise creatively and enhance its selling qualities. The content of this publication may be used in secondary schools and adult programs to assist in preparing individuals who wish to enter the field of visual merchandising or to upgrade personnel already working in the area of retail selling.

The development of materials designed to train workers for the field of visual merchandising was initiated by Douglas Adamson, Chief of the Bureau of Distributive Education. Faye Gold, coordinator of distributive education programs for New York City, prepared the original instructional materials. Edwin Bernard, coordinator of distributive education programs at Eastridge High School, Rochester, contributed additional content. Appreciation is expressed to the advisory committee composed of Louis Canale, instructor of distributive education at the Genesee Area Occupational Center, Batavia, George Fuda, of Rayge Display, Albany, and John Kooman, display director for Sibley, Lindsay, and Curr, Rochester, for their suggestions and review of the preliminary draft of the manuscript. Assistance relating to content was provided by Marian W. Potter, associate in the Bureau of Distributive Education. The project was coordinated and the manuscript prepared for publication by Nelson S. Maurer, associate in the Bureau of Continuing Education Curriculum Development.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education Curriculum Development

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Message to the Instructor

Visual Merchandising Through Display is part of a larger cluster of occupational preparation related to advertising services. The principles and practices outlined in this guide are particularly important for persons who wish to enter the field of display or for individuals who desire to upgrade their present skills. The content builds on a base of elementary understandings and permits the student to apply his knowledge and refine his skills at each step of the educational process. Throughout the various units provision is made for evaluating the students progress towards specific performance goals.

The program may be used also as part of the occupational preparation for specialty and department store sales people. Secondary and adult students who are learning about or have experience in marketing and distribution can use the basic skills of display merchandising to develop a specialization that will be useful in their career development.

The instructor is urged to use this outline with his students in relation to their stage of development. There are numerous provisions for individual and small group learning activities that can be improved upon with experience. While we feel that the elements of a successful program are contained in this publication, please let us know where future improvements can be made.

DOUGLAS T. ADAMSON, *Chief*
Bureau of Distributive Education

ROBERT H. BIELEFELD, *Director*
Division of Occupational Education Instruction

Contents

	Page
Foreword	iii
Message to the Instructor	iv
Visual Merchandising through Display	1
Employment demands	1
Administrative considerations	1
Facilities	2
Student attributes	2
Course format	2
Teaching suggestions	2
Expected outcomes	3
Course outline	3
Unit 1 Introduction to visual merchandising	4
Unit 2 Visual merchandising techniques	16
Unit 3 Materials and equipment used in displays	30
Unit 4 Planning a display	38
Unit 5 Executing a display	48
Using Audiovisual Materials	62
Preparing and Using Transparencies	64
Appendix	66
A Equipment and supplies	66
B Suggested layouts for distributive education classroom-laboratory	67
C Traits and attitudes for employment	68
D Self-analysis of attitudes toward work	72
E Concept of self in the world of work: Part I	74
F Concept of self in the world of work: Part II	75
Directory	76
Bibliography	78

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APPLYING KNOWLEDGES AND REFINING SKILLS

Visual Merchandising through Display

Visual merchandising carries the message of marketing. This instructor's guide is devoted to that part of the message which is communicated to a potential customer through displays in the windows, along the aisles, and on the walls and counters of a store. Displays set a mood, challenge a person, remind him, inform him, and in some way cause him to act. There are many types of displays, but the form they take can be related to a series of principles which are outlined in this publication.

Employment Demands

The increasing use of displays by businessmen is creating a demand for display workers. This demand may be met by preparing high school students to enter the field of display. Additional workers might be recruited by offering adult training programs for individuals working in stores who have the added responsibility for displays, people seeking new jobs, early retirees wishing to return to work, and persons looking for part-time employment or desiring to become freelance display workers.

Administrative Considerations

The expected performance objectives or student outcomes can be attained in a minimum of 10 weeks or a maximum of 20 weeks. The course is intended as an advance class for distributive education students in the 12th grade. Also, the course is open to other occupational education students when the material is related to their preparation for employment. It is suggested that distribution and marketing, in which the fundamentals of display are presented, be considered a prerequisite for this course.

The module may be scheduled for a single period for part or all of a semester as a prepared course for up to one-half unit of credit in a vocational or three-unit sequence. A period in a laboratory-classroom situation or school store is particularly advantageous for an improved level of competency for students who are directly preparing for this area of employment. In addition, cooperative work experience should be included as part of the student's program of occupational preparation. Distributive education students should have available other modules of instruction to complete the semester or year.

Visual Merchandising through Display is part of the advertising services cluster (4.01). Students may wish to use the course for additional preparation in such areas as apparel and accessories (4.02), automotive (4.03), food distribution (4.05), general merchandise (4.08), hardware and building materials, (4.09), wholesaling (4.12), and personal services (4.15).

Adult students would be more cognizant of the basic elements contained in this outline, particularly if they have had experience in sales and merchandising.

In most circumstances fifteen 2-hour sessions will provide adequate time to accomplish the expected outcomes.

Facilities

Demonstration and work areas are needed to successfully teach this course. At least 20 square feet of classroom-laboratory space (or more) is needed in addition to storage space for materials and tools. As the students' level of competency increases, the classroom may move to more public display areas such as the school store, corridor display cases, and cooperating business establishments in the community. The use of an actual window provides a motivation for learning and a realistic experience that is not available in a regular classroom.

Selected equipment, materials, and tools for teaching this course are presented in appendix A. Suggested room layouts for a total distribution and marketing program are given in appendix B.

Student Attributes

Many creative aspects necessary to produce a display may be learned, but a person possessing a sensitivity to artistic relationships would have a definite advantage in the course. Manual coordination in the use of hand tools is important in the construction process, so a person who is "all thumbs" would have difficulty with the course. A deficiency in color perception would present an unsuitable characteristic which neither practice, instruction, nor appreciation could overcome.

Indicators for success in the field of display are not readily available but the results from practical experiences or courses in commercial art and design may indicate skills that could be further developed.

Course Format

The five-column format is designed to assist in the planning and instructing process. A brief explanation of each column is given below.

Topics - specific content related to the unit

Performance Objectives - goals which the learner will be able to achieve as a result of the instruction

Instructional Techniques - teaching methods and suggestions for presenting the required content along with selected references

Learning Experiences - activities that assist the learner to develop the required skills and knowledges

Evaluative Techniques - methods that help identify the extent to which the learner has achieved the performance objectives

Teaching Suggestions

The following points are offered as a means of improving instruction.

- Review each unit well in advance of the class and obtain the instructional materials, merchandise, and display equipment needed for an effective presentation.
- Use a variety of learning experiences in order to challenge the different levels of student abilities.
- Take all opportunities to provide for individual or small group instruction.

- Keep the instruction flexible enough to permit each student to gain the skills and knowledges required to achieve his specific goals. However, all students should be encouraged to gain some experience in each phase of display work so as to increase their employability.

- Use the student's ability to perform and create effective displays as the major means of evaluating the effectiveness of the instruction.

- Use instructional aids to clarify the presentations.

- Read trade magazines to keep up to date with new information and developments that are occuring in the field of display.

Instructors in adult programs may wish to adapt the teaching-learning conditions to their particular group, but the basic format of teaching the principles of display through student involvement should prevail.

Expected Outcomes

The content of a course in visual merchandising is intended to prepare persons for employment in display occupations and closely allied fields where these skills and knowledges are used in support of other retail and wholesale occupations.

The person who knows the principles of display has just begun to be functional. The concepts and facts of the course must be translated into a finished product with all the attendant conditions of time, money, material, and space. Knowing what to accomplish and being able to express it visually in three dimensions requires specific talents and perceptions which are given very little attention in the usual educational process.

Course Outline

The content has been carefully selected by businessmen and educators working in the field of display. Materials and methods of display are changing constantly. Also, there are many ways to solve a particular display problem. Thus, the suggestions given in this outline are to be considered not as the only way or the final answer for teaching display, but as a point of departure for developing presentations that are more imaginative. A brief description of each unit follows.

Unit 1 - an overview of the field of display along with some career information

Unit 2 - techniques for creating an effective display including the elements and principles of design, use of color and lights, and the arrangement of merchandise and showcards

Unit 3 - necessary materials and equipment used in displays

Unit 4 - procedures to use when planning a display

Unit 5 - a summary and review of the information previously presented and an opportunity for the students "to put it all together" as they design and create a variety of displays

UNIT 1

INTRODUCTION TO VISUAL MERCHANDISING

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Characteristics of Visual Merchandising	To select from illustrations of promotional activities those having the characteristics of visual merchandising	Indicate that visual merchandising is used to promote goods, services, and ideas. Explain that a successful display generally has the following characteristics: A - attracts attention I - creates an interest or image D - develops a desire A - inspires action (Ref. C, p. 16; Ref. E, pp. 5-7; Ref. H, pp. 4-5, 50-51; Ref. I, pp. 15-16; Ref. J, pp. 416-418)† Explain and illustrate how displays also reflect the store's image. Show illustrations of various types of displays and discuss the characteristics of visual merchandising exhibited by each display. Use illustrations from such sources as catalogs, magazines, slides, and trade publications. When using displays in local stores as illustrations, avoid any derogatory comments or comparisons of the different business establishments.

†Textbook citations are shown on page 78.

LEARNING EXPERIENCES

Show illustrations (slides or pictures) of displays from different types of businesses and have students point out the characteristics of visual merchandising exhibited by each display.

Have students prepare a list of characteristics that differentiate visual merchandising from other merchandising techniques that use different senses. Compare and discuss the different characteristics.

Have students describe the characteristics of an effective window display.

Have students compare window displays in different types of stores and explain how each reflects the store's image.

EVALUATIVE TECHNIQUES

Have students select from a series of illustrations of various types of promotional activities those classified as visual merchandising and then explain the reasons for their choices.

Have students describe illustrations of various types of visual merchandising.

Have students identify from a series of visuals the ones that best illustrate the characteristics of a good display.

Ask students to bring in newspaper or magazine illustrations of displays and to point out the characteristics of visual merchandising in each illustration.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Uses of Visual Merchandising	To select from illustrations of visual merchandising those used to promote the sale of goods	Explain and illustrate with filmstrips, slides, and pictures how displays are used to promote the sale of merchandise. Include such events as: Sale - new or old goods Line of goods Seasonal Preseason End of season Related merchandise Feature Mass Unit Runner Special event (Ref. C, p. 13; Ref. F, p. 300; Ref. H, pp. 66-70; Ref. I, pp. 17-18)
	To select from illustrations of visual merchandising those used to promote goodwill	Explain and illustrate with filmstrips, slides, and pictures how displays are used to promote goodwill. Include such occasions as: Fund raising - Red Cross, United Fund, CP, Government bonds, religious organizations Special events - Timely, seasonal, anniversaries Celebrations - Floats, booths Education - Youth groups; civic clubs; service clubs; schools; colleges; governmental agencies; manufacturer's exhibits; booths at trade, industrial, and agricultural fairs (Ref. F, p. 300; Ref. G, pp. 97-104; Ref. I, pp. 16-17) Discuss the importance of using institutional displays.
Types of Displays	To select from illustrations of visual merchandising the various types of window and interior displays	Discuss and show illustrations of window displays including: Straight "L" Arcade Lobby Corner Island

LEARNING EXPERIENCES

Have students bring in illustrations of promotional displays and identify the event associated with each illustration.

Ask students to describe current or recent institutional displays they have seen.

Have selected students interview individuals for their reactions to a display promoting goodwill. Develop with members of the class a suitable questionnaire. Ask students to report their findings and discuss the results in class.

Have each student assume that he is the owner of a variety store that specializes in merchandise suitable for every member of the family. In May, a youth leader requests window space to promote the summer camping program, the librarian wishes space for a display of books, and the local recreational director needs space to promote the summer activities for teenagers. Ask each student to suggest ways of combining displays of his own merchandise with the above requests.

Have students draw rough sketches or bring in pictures that illustrate the various types of window displays.

Show slides or pictures of various types of window and interior displays. Have students identify different types of displays and give the uses for each.

EVALUATIVE TECHNIQUES

Have students react to the statement that a window is used to make the passer buy.

Have students explain how windows are used to convey messages (introducing a new color, how to wear a new style).

Have students select from a series of illustrations of various types of displays those classified as promotional and those classified as institutional and give reasons for their choices.

Have students describe three illustrations of promotional displays and three illustrations of institutional displays.

Have students explain why businessmen are willing to support institutional displays.

Have students select from illustrations of visual merchandising the various types of window and interior displays and explain the uses for each type.

Have students describe examples of various types of interior displays they have observed in the community.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		(Ref. C, pp. 18-22; Ref. D, pp. 15-21; Ref. E, p. 11; Ref. F, pp. 300-304; Ref. G, pp. 15-16; Ref. I, pp. 17-18) Explain the different types of backgrounds that may be used for window displays, including: Full Partial Open
	To arrange, at a basic level, at least one type of interior display based on the principles learned so far	Discuss and illustrate with filmstrips, slides, and pictures the various types of interior displays, including: Open Closed Island Cap or end Counter top Shadow box Shelf Platform Showcase Column Architectural Assortment Impulse Point-of-purchase Fashion Wall and ledge (Ref. C, pp. 23-28; Ref. D, pp. 21-27; Ref. F, pp. 302-306; Ref. G, pp. 16-20; Ref. H, pp. 87-88, 201-202, 209-216; Ref. I, pp. 19-23; Ref. J, pp. 428-430)
Occupational Opportunities in Visual Merchandising	To analyze career information in the field of visual merchandising for the purpose of making sound judgments relative to career choice and planning	Discuss the various establishments where display people are employed. Include such places as: Department stores Supermarkets Discount stores Government agencies Manufacturers Variety stores Specialty shops Corner shops within large stores Freelance (Ref. G, pp. 13-14; Ref. J, pp. 418-419, 429; community resources)

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students arrange an interior display using a particular kind of merchandise (apparel, shoes, costume jewelry, hats, toys, hardware, sporting goods) and explain the reasons for their choice of display for the merchandise they used. Have students bring in items from home or borrow merchandise from a local store.	Have each student analyze his own display and offer suggestions for improvement. Then, ask the other students to critique the display.
Have teams of two or three students interview different store managers to determine how they use displays in their stores, how often the displays are changed, and the person or persons in charge of the displays. Ask students to report their findings to the class. Arrange a field trip to a display department of a local store, and have the display manager explain the work of the department, entry-level requirements, work performed, and advancement possibilities for the different jobs represented. Also, point out the equipment and supplies that are available. Discuss the results of the trip at the next class.	Have students list the various places a display person might find employment.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES

Discuss the qualifications, duties, working conditions, earnings, and opportunities for advancement for a general display person. Emphasize that the need is for a person capable in many areas.

(Ref. E, pp. v, 5-7; Ref. G, pp. 5-9; Ref. I, pp. 1-3; guidance publications)

Indicate that a person interested in display work should have:

- Sales experience
- Understanding of human nature
- Imagination
- Knowledge of community and seasonal activities
- Awareness of current trends
- Limited manual skills
- Knowledge of promotional techniques including advertising and merchandising
- Awareness of current trends
- Ability to interpret public buying demands
- Creative ability
- Artistic talents

Invite a display manager of a local store to discuss the wide variety of work for which his department is responsible and the requirements for the different types of display workers he has on his staff. Follow with a question and answer period. Summarize and discuss the speaker's remarks.

Invite a person who is in charge of display for a medium-sized store to discuss the range of skills he needs in order to carry out his responsibilities. Follow with a question and answer period. Summarize and discuss the speaker's remarks.

Discuss the possible line of advancement for a display worker (learner, general display person, specialist in a certain field). Emphasize the need to develop a wide range of skills.

LEARNING EXPERIENCES

Have students obtain from department store personnel manager job descriptions and requirements for individuals employed in their display departments. Ask students to report their findings to class and discuss the information presented.

Ask students to list what they consider to be the five most important talents a display worker should possess. Discuss the various lists. As a result of the discussion, formulate the five most important talents that a display worker should have.

Make arrangements with different display managers to allow selected students to visit and observe the work that is done in a display department. Ask students to report their findings to class and discuss the information presented.

Have students describe the various tasks for which a display person might be responsible.

EVALUATIVE TECHNIQUES

Have students write a complete job description and requirements for a specific position in the field of visual merchandising.

Have each student compare his abilities with the requirements for a job in display work and to indicate the plan of action he intends to follow to reach his stated occupational goal.

Have students explain the line of advancement that is available to a display worker.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Discuss various areas of specialization available to a competent display person, such as: Display designer Art director Commercial artist Fashion coordinator Display manager Window installer (Ref. D, pp. 79-80; Ref. G, pp. 137-140; Ref. I, pp. 1-3; Dictionary of Occupational Titles) Discuss the various things a worker might expect from a job. Include such things as: Personal satisfaction Possible advancement Steady employment Challenging work Good working conditions and hours Adequate wages and fringe benefits Additional training
Human Relations	To practice behavior that contributes to success on the job	Discuss the various characteristics that employers like employees to have and show how these characteristics relate to success on the job. Include such things as: Initiative Willingness to work Dependability Enthusiasm Acceptance of change Alertness Cooperation Cost consciousness Integrity Loyalty Interest in others Courtesy Willingness to learn Neat appearance Tolerance Punctuality (Ref. B, pp. 7-9, 13-22, 29, 32-39; Ref. F, pp. 90-93, 95-96; Ref. J, pp. 624-626; What Employers Want)

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
	Have students explain the various fields of specialization that are open to a competent display person.
Have selected students interview workers and determine what each receives from his job. Ask students to summarize and report their findings to class but be sure to keep the identity of each interviewee anonymous. Discuss the findings and develop a master list of things people receive from jobs.	Have each student develop a list of outcomes he hopes to receive from his job.
Have each student develop a list of the characteristics an employer would like an employee to have and a list of the things an employee would expect from an employer. Compare suggestions and make a master list of about 15 items for both the employee and employer. Have students tell about actual on-the-job situations (without using names) that relate to undesirable worker characteristics and poor working relationships. Discuss the outcomes and possible alternate actions.	Have students explain the characteristics of a good employee and how these traits influence success on the job.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Invite an employer or a director of personnel to discuss the traits he looks for when he hires an employee. Follow with a question and answer period. Summarize and discuss the speaker's remarks.
	To practice behavior that contributes to harmonious working relationships	Explain the various personal characteristics that contribute to harmonious working relationships. Include such items as: Cooperation — Enthusiasm Tolerance — Regular attendance Responsibility — Following store rules Loyalty — Respect for authority (Ref. B, pp. 79-83; Ref. F, pp. 93-99; Ref. J, pp. 620-624)
		Invite an experienced employee to discuss the importance of getting along on the job. Follow with a question and answer period. Summarize and discuss the speaker's remarks.
		Explain the various things that the employer and the employee contribute to the job situation. Include such items as: Physical facilities — Insurance Training — Salary Tools and equipment — Labor and goodwill (Ref. B, pp. 51-55)
	To perform satisfactorily on the job	Develop various reasons for employees being dismissed. Include such items as: Laziness — Dishonesty Carelessness — Lack of initiative Noncooperation — Insufficient skills Absenteeism

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students role play on-the-job situations involving poor working relationships. Situations might include an employee who: Is continually late Does not get along with his coworkers Gossips about other workers Does not do his share of the work Asks another tc cover for him while he goes off for a smoke Talks back to his supervisor Is always playing practical jokes on coworkers Has poor work habits and is not interested in doing a good job Discuss the solutions to the above situations and consider alternate actions.	Have students explain the importance of being able to get along on the job with other employees.
Have the students make a list of the things an employer provides an employee and the things an employee provides the employer.	Have the students explain the reasons why employers and employees need each other in the world of business.
Have students interview employers or personnel directors to find out the reasons workers are dismissed or the mistakes applicants make during interviews which prevent them from being hired. Ask students to share findings with the class. Discuss the results and develop a list of reasons for	Have students explain 10 reasons why an employee might be dismissed from a job.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Invite a supervisor to explain the reasons that employees are discharged. Follow with a question and answer period. Summarize and discuss the speaker's remarks. Show and discuss various rating sheets or evaluation scales used to appraise a worker's performance. Secure sheets from local stores.

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UNIT 2

VISUAL MERCHANDISING TECHNIQUES

Elements of Design	To apply the elements of design to create an effective display	Introduce the elements of design and use illustrations of pictures, squares (blocks), circles (balls), and triangles (pyramids) to show how, why, and where each element is used to create an effective display. Include such items as: Line - straight, curved, structural, ornamental Direction - horizontal, vertical, left and right diagonal Shape - circle, square, triangle, combinations, proportion Texture - smooth, rough, shiny, dull Space - amount of white or open space Size - proportion Weight - contrast Color - emotional impact, contrast (Ref. C, pp. 29-52; Ref. D, pp. 48-50; Ref. E, pp. 16-17; Ref. F, pp. 309-311; 317-319; Ref. G, p. 76; Ref. H, pp. 52-55, 167-168; Ref. I, pp. 41-45, 48-49; Ref. J, pp. 432-437)†

†Textbook citations are shown on page 78.

LEARNING EXPERIENCES

dismissing an employee. Compare this list with a similar list compiled by the New York State Department of Labor.

Have each student use a rating sheet to evaluate his on-the-job performance. Then, have each one develop a self-improvement plan to increase his value to his employer.

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EVALUATIVE TECHNIQUES

Have students describe the effects that can be created by using the various elements of design.

Show illustrations of displays. Have students point out the elements of design that appear in each display and explain why that element was used in that situation.

Have each student use squares (blocks), circles (balls), and triangles (pyramids) to illustrate the different elements of design.

Ask students to arrange small samples of textiles, leather, plastics, wood, and metals into different series to illustrate progressive changes in texture such as smooth to rough, dull to shiny, and soft to hard.

Divide class into teams of two or three students. Have each team create simple arrangements concentrating mainly on using the elements of design and

Have students identify from illustrations of displays the various elements of design that appear in each display.

Ask students to draw illustrations of displays that show the use of various elements of design.

Have students create simple arrangements with objects of various sizes using the elements of design such as line, direction, shape, and size.

Show students pictures of displays that illustrate the various elements of design and ask them to explain the effectiveness of the elements used in each display. Have students also suggest ways of changing the displays and point out how these changes affect the displays.

Have students show how curved, vertical, horizontal, and diagonal lines are used in displays.

Ask students to distinguish between structural and ornamental lines.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Principles of Design	To apply the principles of design to create an effective display	Introduce the principles of design and use illustrations of pictures, squares (blocks), circles (balls), triangles (pyramids), and a flannel board to show how, why, and where each principle is used to create an effective display. Include such items as: Balance - formal, informal Unity - single impression Dominance - size, color, shape, lines Rhythm - repetition, alternation, variation, gradation, line movement Harmony - arrangement of individual parts, unit Contrast - different shapes, sizes, colors Emphasis - proper center of interest (Ref. C, pp. 57-99; Ref. D, pp. 33-37; Ref. E, pp. 17-23; Ref. F, pp. 311-313; Ref. G, pp. 67-75; Ref. H, pp. 55-58, 74-75, 169-172; Ref. I, pp. 55-58) A flannel board may be made by attaching a piece of flannel that has suitable body or thickness to a piece of light weight plywood or panelboard. Draw the flannel smoothly and tightly over the board and fasten with tacks or staples. Show illustrations of good displays for a variety of merchandise and point out the elements and principles of design used in each display. Invite an art teacher to point out the importance of design and line in a display.
Arrangement of Merchandise	To display different types of merchandise appropriately and effectively	Demonstrate the different ways of arranging merchandise and use illustrations to show how, why, and where each method is used to create an effective display. Include such items as:

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
explain the results they wished to achieve such as line, direction, texture, shape, and size.	
Have students describe the effects that can be created by using the various principles of design.	Have students identify from illustrations of displays the various principles of design that appear in each display.
Show illustrations of displays. Have students point out the principles of design that are a part of each display and explain why these principles were used in that situation.	Ask students to draw illustrations of displays that show the use of various principles of design.
Have students use squares, circles, and triangles to illustrate the different principles of design.	Have students create simple arrangements with objects of various sizes using the principles of design such as balance, harmony, rhythm, contrast, and dominance.
Ask students to bring in pictures of displays that illustrate the various principles of design and to explain the effectiveness of the principles used in each display.	Have students describe three different window displays they have seen and point out the elements and principles of design used in each display.
Divide class into teams of two or three students. Have each team create simple arrangements concentrating mainly on using the principles of design but also including the effective use of the elements of design. Ask the teams to explain the results they wished to achieve such as balance, harmony, rhythm, contrast, and dominance.	Have students use a flannel board and pieces of cloth of different sizes and colors to illustrate formal and informal balance, dominance, rhythm, and repetition.
	Have students explain when to use formal and informal balance in displays.
Have students bring in illustrations of displays that feature different types of merchandise. Exhibit the illustrations and ask students to comment on the effectiveness of each display.	Give students illustrations of different kinds of products and ask them to describe how they would effectively display each one.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES

- Special features of merchandise
- Customer approach to display
- Location, height, and position of display
- Unit or mass
- Radiation
- Step
- Pyramid
- Repetition
- Zig Zag

(Ref. C, pp. 100-108; Ref. D, pp. 30-33; Ref. E, pp. 34-47; Ref. F, pp. 313-315; Ref. H, pp. 73-75, 173-174; Ref. I, pp. 59-61)

Demonstrate different ways of arranging merchandise to create displays for specific conditions and effects by using actual objects; circles (balls), squares (blocks), and triangles (pyramids); or a flannel board.

Demonstrate and use illustrations to show how mass merchandising is used for interior window displays.

Show how to arrange interior mass displays so that customers may purchase items from the display without destroying it.

Use of Color

To use color effectively in displays

Discuss and illusrate with pictures, filmstrips, and slides how, why, and where color is used to create effective displays. Include such items as:

- Hue
- Primary, secondary, and tertiary colors
- Mood - warm and cool colors
- Value - tints and shades
- Intensity - purity of color, tone
- Relationships - harmonize, contrast or clash (complementary and triadic color schemes)
- General precautions

(Ref. D, pp. 48-52; Ref. E, pp. 17, 21-33; Ref. F, pp. 319-324; Ref. G, pp. 76-80; Ref. H, pp. 58-61, 80, 91, 175-178; Ref. I, pp. 46-49; Ref. J, pp. 432-436)

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students report on different types of merchandise they have seen displayed recently considering such things as arrangement, location, and impact.	Have students list situations in which a mass display of merchandise would be appropriate.
Have students bring in illustrations that show the mass display of merchandise and ask students to comment on the appropriateness of each display.	Give students several different types of merchandise and ask them to create an appropriate and effective display for each product.
Have students show how to display different types of merchandise such as socks, radios, sweaters, shoes, tires, tools, canned goods, suits, yard goods, and spark plugs.	Have students arrange blocks, boxes, cans, or other items so they form a suitable mass display.
Divide the class into teams of two or three students. Have each team arrange different types of merchandise into appropriate displays.	
Have students collect and arrange into a color wheel samples of paper showing the different hues, values, and intensities of colors that are available from commercial sources.	Give students a list of color terms such as complementary, analogous, triadic, monochromatic, harmonize, clash and ask them to illustrate the color terms from samples of colored paper.
Have students bring in illustrations from the newspapers or magazines that show the effective use of color in displays.	Give students uncolored displays and have them use appropriate colors to create attractive displays.
Have students prepare illustrations of common color terms from commercially available colored paper.	Give students colored paper and ask them to create various color schemes.
Have students bring in illustrations of displays that use various color combinations to show mood, value, intensity, and relationships.	Give students identical black and white sketches, scenes, or displays and have them create opposite effects such as serenity and turbulence, heat and cold, sunshine and rain.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Present films, filmstrips, and pictures to show how color is used to create effective displays. Show how to select colored items for displays from commercially available materials such as paints, paper, and ribbons. Create simple arrangements that show how color is used to obtain specific results. Discuss and illustrate specific colors that are generally associated with certain events, places, things, and emotions, but emphasize that colors mean different things to different people. Show how color may be used to change the mood and impact of a display by using different colors on line drawings of simple displays. Show the effects of color by using unusual colors with common items such as green for milk, red for butter, and blue for meat. Illustrate the effect of size and color by painting a 3 inch cube gray and a 1 inch cube red. Place the cubes in a shadow box and point out the obvious conspicuousness of the smaller but more colorful cube. Indicate the importance of this for accent in a display. Show the effect of texture on color by dyeing different pieces of material (muslin and toweling) the same color. Discuss the results using different objects. Demonstrate how to produce colors of different values and intensities as well as to match colors by mixing or selecting from commercially available paints. Demonstrate the techniques of painting backgrounds and props. Discuss common sources of paints, colored paper, and ribbons used in display work.

LEARNING EXPERIENCES

Show illustrations of various displays and have students explain how color was effectively used to create impact and/or mood.

Ask students to collect and label illustrations of displays in which color is used to indicate warmth, coolness, rest, dignity, cheerfulness, and excitement.

Divide class into teams of two or three students. Have each team use color to create effective displays for different types of merchandise.

Ask students to match specific colors assigned them by mixing or selecting from commercially available materials.

Divide the class into teams of two students each and have the teams paint backgrounds and props for displays.

EVALUATIVE TECHNIQUES

Give students a list of specific emotions, events, places, and things and have them write the color they associate with each item on the list.

Show illustrations of displays that contain unusual color content and ask students to analyze why the colors are considered unusual and to suggest more appropriate colors.

Give students samples of colors and ask them to match them by mixing or selecting from commercially available materials.

Provide students with a compartmented tray with the three basic colors (red, yellow, blue) and have them mix the primary colors into the proper combinations to create nine other colors in the color wheel. Tempera (water color) paints are suggested as they are easily wiped off, leaving no stain. Inexpensive brushes also may be used.

Have students list common sources of paints, colored paper, and ribbons.

Have students explain why color is used in displays.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Use of Lights	To select and use lights effectively in displays	Explain and demonstrate how, why, and where lights are used to create an effective display. Include such items as: Primary use - show merchandise and true colors Secondary use - create mood and atmosphere, highlights and shadows, colors with filters Kind - incandescent, warm and cool fluorescent Types - spot, valance, back flood, down, showcase Precautions - glare, fading of colors, heat buildup, effects of colored lights on color of merchandise, adequate electrical power (Ref. A, pp. 81-90; Ref. D, pp. 53-56; Ref. G, pp. 25-28; Ref. H, pp. 79-80, 92-93; Ref. I, pp. 33, 61; Ref. J, pp. 435-436) Demonstrate with filters the effects that various colors have on different colored fabrics, food, and other merchandise. Emphasize the safety precautions to take when using lights in displays so as not to scorch or burn merchandise or display materials. Discuss and show examples of the various types of electrical wires and fixtures used in display work. Emphasize the importance of knowing and following the local wiring code. Arrange for a lighting specialist from the local power company to demonstrate the use and effects of lights in display work. Demonstrate how to select and use lights and filters for such areas as windows, shelves, cases, shadow boxes, and counters. Discuss sources of lights, fixtures, and filters used in display work.

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students explain how and when to use different types of lights in a display.	Set up correct and incorrect lighting arrangements and have students write a critique of each giving reasons for their opinions.
Divide class into teams of two or three students. Have each team use different kinds of lights and arrangements with a variety of fabrics and products to create displays that reflect mood, atmosphere, impact, emphasis. Have teams compare and discuss results.	Ask students to arrange lights and filters to create effects such as lights against shadows, atmosphere, impact, mood, and daylight conditions.
Divide class into teams of two or three students. Have each team develop a chart that shows the effects of different colored lights and filters on various kinds of props and merchandise. Have teams compare and discuss results.	Have students show how to light different display areas such as windows, shelves, and cases.
	Have students explain the safety precautions that need to be taken when lights are used in displays.
Have students list the provisions of the local electrical code that would affect the construction of displays.	Have students explain how the local electrical code affects the construction of displays.
Divide the class into teams of two or three students. Have each team arrange lights for displays in a shadow box, showcase, and on a ledge. Have teams compare and discuss results.	Have students explain where and why both white and colored lights are used in displays.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Use of Showcards	To produce appropriate and effective showcards for displays	Discuss and illustrate how, why, and where showcards are used in displays. Include such items as: Purpose - specific information Store image - discount, general, exclusive, high fashion Copy - source of ideas, language, emphasis Layout - sketch, balance, optical center, legibility, visibility, margins, use of color and color combinations Lettering - machine, hand, dry transfer, stencil, stick-on; spacing; upper and lower case; italic, light, bold, condensed, expanded; size Typefaces - roman, gothic, script, decorative Type size - lead - 36, 48, 72 point; wood - 6, 8, 12, 18, 24 line Stock size - full - 22" x 28" quarter - 11" x 14" half - 14" x 22" common - 5 1/2" x 7" Stock weight - six ply cardboard, coated two sides Stock colors - white, colored (Ref. A, pp. 45-54; Ref. F, pp. 334-336; Ref. G, pp. 115-116; Ref. H, pp. 75-77, 91-92, 203-205; Ref. I, pp. 33-34, 74-76) Demonstrate the layout of showcards for different locations such as counters, ledges, and windows for discount, supermarket, general, and prestige stores. (Ref. D, pp. 75-78, 118-123) Ask a commercial artist or an art teacher to demonstrate the techniques for hand lettering. Demonstrate how the legibility and impact of a showcard may be changed by using different colored inks or paints on various colored stocks. Discuss and show illustrations of typefaces that are appropriate for different kinds of stores and products.

LEARNING EXPERIENCES

Have students make showcards of varying sizes using price only, a small amount of copy, and more copy. Supply white and light and dark colored card stock. Have students use stencils and/or freehand lettering with paint or ink. If a lettering machine is available, give all students the opportunity to use it with the above activities.

Have students develop a series of showcards that illustrate the change in legibility that is possible by using different colors on various colored stock.

Have students develop showcards for such places as counters, ledges, and windows for discount, general, and prestige stores.

Have students prepare lettering samples for showcards for various store locations being careful to consider the distance between the showcard and potential viewer.

Have students select three typefaces in two different sizes that would be most appropriate for use in a department store.

EVALUATIVE TECHNIQUES

Supply necessary merchandise information for a counter showcard (5 1/2" x 7"), an island display card (7" x 11"), and a window display card (11" x 14") and ask each student to produce an appropriate showcard for each situation.

Have students develop appropriate showcards for use in different locations for various types of products and stores.

Supply showcards that have obvious errors and ask students to do the signs over correctly.

Supply showcards that use a variety of typefaces and sizes which are printed in different colors on colored stock. Have each student critique the lettering and the colors selected and, where necessary, redesign the showcard to make it more effective or appropriate.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES

Demonstrate the different methods of making showcards, such as by:

Hand
Machine - punchboard, printing press
Stencil - silk screen
Dry transfer
Stick-on

(Ref. A, pp. 55-70; Ref. G, pp. 105-115)

Discuss and show examples of the different kinds of holders used for showcards. Include such items as:

Shape - horizontal, vertical
Size - 3 1/2" x 5 1/2" 7" x 11"
5 1/2" x 7" 11" x 14"
Stems - 8", 10", 12", and adjustable
Easels - metal and wood

Discuss common sources for showcard stock and holders.

Arrange a field trip to a sign shop to acquaint the students with various devices, machines, and methods used to make signs and posters.

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LEARNING EXPERIENCES

Ask students to plan and execute showcards for a storewide special event, following a specific theme but varying the copy for different departments. Also, have students use different methods as they prepare the various showcards.

Have students explain where the different kinds of showcard holders might be used and with what types of merchandise.

EVALUATIVE TECHNIQUES

Show a series of showcards for different situations. Ask students to suggest the list method of preparing each showcard and why they selected that particular method.

Have the students list three sources for showcard stock and holders.

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UNIT 3

MATERIALS AND EQUIPMENT USED IN DISPLAYS

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Mannequins and Forms	To use mannequins and forms effectively in displays	Explain and demonstrate how, why, and where mannequins and forms are used to create effective displays. Discuss and illustrate the various types of mannequins and forms used in display work. Include such items as: Composition - Papier-mache, plastic, molded rubber, fiberglass Women's and children's wear - full body, three-quarter body, dress, sweater, blouse, torso, slacks Men's wear - full body, three-quarter body, coat, shirt, trunk, torso, slacks Position - standing, sitting, kneeling, reclining, novelty Other forms - hands, shoe, legs, neck, shoulders, head (Ref. D, p. 40; Ref. E, pp. 84-85; Ref. G, pp. 41-44; Ref. I, pp. 70-71)† Demonstrate the handling of mannequins and forms. Include such items as: Dismantling — Repairing Reassembling — Storing Cleaning Demonstrate how to pin, drape, and dress various types of mannequins and forms without damaging or soiling the items.
Stands and Easels	To use stands and easels effectively in displays	Explain and demonstrate how, why, and where stands and easels are used in displays. Discuss and illustrate the various types of stands and easels used in display work. Include such items as:

†Textbook citations are shown on page 78.

LEARNING EXPERIENCES

Have students dismantle and reassemble mannequins and forms to gain experience in handling these items.

Have students clean, wash, and make minor repairs to mannequins and forms.

Divide class into teams of two students each. Have each team pin, drape, and dress various types of mannequins and forms including:

- Shirt on shirt form
- Blouse on blouse form
- Jacket on coat form
- Suit on mannequin
- Dress on mannequin
- Stockings on leg form
- Gloves on hand form
- Shoes on shoe form
- Jewelry on neck form
- Hats on head form

Divide class into groups of two students each. Have each team assemble various stands and easels and use these items to display such merchandise as purses, ties, shirts, lingerie, hosiery, and shoes. Then, have the team place the stands and easels together to

EVALUATIVE TECHNIQUES

Have students identify from illustrations the various types of mannequins and forms and explain how each item is used in display work.

Supply various types of apparel or merchandise with appropriate mannequins or forms and ask students to pin, drape, or dress each item.

Assign a specific item of apparel or merchandise to each student and ask him to describe how he would display the item.

Supply various types of merchandise and have students display the item using the correct stand or easel.

Prepare a list of merchandise and ask students to describe how they would display any three items on the list.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		"T" stands and tops - straight, curved, dress, lingerie, millinery, hosiery, shoe, shirt, hat, and tie Easels - tripod for handbags, china, and showcards (Ref. D, pp. 38-41; Ref. E, pp. 80-85; Ref. I, p. 69) Demonstrate the assemblying and disassemblying of stands and easels and show how to use these items to display various types of merchandise including the pinning and draping of fabrics.
Props	To use props effectively in displays	Explain and demonstrate how, why, and where props are used in displays. Discuss and illustrate the various types of props used in display work. Include such items as: Stands and tables Screens and panels Cubes and boxes Pedestals and columns Turntables and motors Actual objects - furniture, equipment, supplies Simulated objects - vacuum formed, molded, printed Artificial flowers and foliage - natural, abstract (Ref. D, pp. 40-41; Ref. I, pp. 67-68) Explain the difference between functional and decorative props. Point out the many common, easy-to-obtain items which can be used for props such as barrels, kegs, wagon wheels, corn stalks, sheaves of grain, cattails, stones, fishnets, and rustic fences. Demonstrate the folding of crepe paper into various shapes and forms. (Ref. Dennison craft books)

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
form meaningful relationships following the principles of design previously discussed.	Have students explain the procedure of displaying a dress on a T-stand.
Have students drape fabric on stands to create various effects.	Prepare a list of five different products that are commonly exhibited on display equipment. Have students design a display for each product without using the customary equipment.
Divide class into groups of two students. Have each team arrange two displays using simulated props such as brickwork, fireplace, stonewall, paneling, columns, fences, or flowers. Discuss with each team the effectiveness of their display.	Have students make a list of 10 common articles that could be used in display work and explain how each could be used.
Have students arrange a small display using some props that are not specifically designed for display purposes.	Have students make a list of flowers that would be appropriate for each season of the year.
Arrange a field trip to the display department of a large store to see the various mannequins, forms, stands, easels, props, materials, and tools needed for a large operation.	Have students arrange a small display in which motion is used.
Have students fold crepe paper into various shapes and forms.	Have students demonstrate the value of using platforms and risers when displaying merchandise.

Materials and Equipment Used in Displays

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Materials	To use materials effectively in displays	Explain and demonstrate how, why, and where materials are used in displays. Discuss and illustrate the various types of materials used in display work. Include such items as: Papers - types, sizes, colors, textures, speciality Corrugated paper - sizes, colors, speciality Cardboards - sizes weights, colors, textures Fabrics - types, sizes colors, textures Ribbons - types, sizes, colors, textures Paints - water base, rubber base, acrylic, aerosol Reed and wire - sizes, shapes Dowels - sizes Styrofoam - shapes Batting - cotton, spun glass Plywood and processed panels - sizes and types of hardboard, pegboard, fiberboard, gypsumboard Lumber - sizes and types of strips, boards, shop lumber Building materials - brick, stone, blocks, slabs, lath, shingles (Ref. G, pp. 36-38; Ref. I, pp. 71-74)
Tools and Equipment	To use tools and equipment to build displays	Invite an industrial arts teacher to describe and demonstrate the operation of common hand and power tools that are used to construct objects for displays. Include such items as: Power tools - cutawl, cutoff saw, saber saw, drill, router, pad sander, band saw, bench saw, drill press, belt or disc sander Hand tools - square, chisels, hammer, screwdrivers, diagonal cutting pliers, electrician pliers, short chain needle nose cutting pliers, putty knife, staple gun, paper sheers (Ref. E, p. 57; Ref. G, p. 38)

Materials and Equipment Used in Displays

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Divide class into groups of two students. Have each team fasten laths together to form various geometric designs, fences, and trellises.	Ask students to describe how they would make backgrounds for three different types of events or occasions.
Divide class into groups of two students. Have each team decorate backgrounds using paint or aerosol spray.	Have students arrange two different seasonal backgrounds using seamless edgings, borders, and prints.
Have students use ribbons and fabrics to form backgrounds and then fasten them to wallboard.	Have students arrange a display using batting or spun glass to form clouds and create other effects.
Have students describe new display materials which have been reported in recent issues of different trade magazines.	Have the students explain the characteristics, strengths, weaknesses, and recommended uses for 10 different types of materials used in displays.
Have students bring in newspaper and magazine illustrations of various hand and power tools with appropriate identification.	Have students prepare or describe how to construct a ledge display for a specific product (instructor's choice).
Have students become familiar with and use the hand and power tools that were demonstrated to construct props and backgrounds.	Have students prepare or describe how to construct a counter display for a specific product (instructor's choice).
Have students practice loading and using a staple gun.	Have students prepare or describe how to construct a showcase display for a specific product with related items (instructor's choice).
Divide class into groups of two or three students. Have each team use tools and materials to construct simple displays. Change members of the group occasionally. After individuals have a certain degree of proficiency, permit them to work alone constructing props and backgrounds for displays which they designed.	Have students prepare or describe how to construct an island or an end display for a specific product (instructor's choice).

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Demonstrate how to use the tools and materials to construct, cover, and finish different types of backgrounds and props used in display work. (Ref. E, pp. 57-58; Ref. H, pp. 70-72) Invite a display man to actually construct a few props and backgrounds and show how various materials are used to create displays.
Sources of Materials and Equipment	To specify necessary materials and equipment used in displays	Discuss sources for the following items: Mannequins — Props Forms — Materials Stands — Hand tools Easels — Power tools (Ref. D, pp. 124-126; Display World, trade magazines, yellow pages, distr. ed. supply firms, Buyer's Guide of Nat. Assoc. of Display Industries) Indicate that most major cities have suppliers of display materials. Also, consider such secondary sources as wholesale florist, retail florist, stationery stores, 5 & 10 cent stores, suppliers of building materials, and distributive education supply firms.

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Materials and Equipment Used in Displays

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Arrange a field trip to a display materials supply house to acquaint students with the various materials and equipment that are available. Have students collect catalogs and other types of information on the sources of materials and equipment used in creating displays.	Give students a list of materials and equipment used in creating displays and have them indicate at least one source for each item. Have students list five secondary sources where display materials might be found.

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PLANNING A DISPLAY

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Customer Buying Motives	To plan displays that appeal to customer buying motives	Discuss customer buying motives and use illustrations to show how these buying motives influence the planning of displays. Consider such buying motives as: Conscious - planned purchase Unconscious - impulse, variety, pride, adventure Rational - economy, durability, safety, efficiency Emotional - comfort, status, love, pleasure Product - personal preference Patronage - store's image (Ref. D, p. 64; Ref. E, p. 7; Ref. F, pp. 112-116; Ref. G, p. 82)† Use a filmstrip, slides, or pictures to show how to plan a window display. Discuss the important points presented and relate to the material to be presented in the unit.
Store's Image	To plan displays that reflect the store's image	Discuss the factors that affect a store's image and use illustrations to show how these factors influence the planning of displays for different types of stores such as an exclusive, general, discount, and a supermarket. Consider such factors as: Merchandise offered - types, quality, price Selling techniques - hard or soft sell

†Textbook citations are shown on page 78.

LEARNING EXPERIENCES

Have students explain how unconscious buying motives such as the wish for a smaller waist, longing to be prettier, or the desire for luxury can be incorporated into displays.

Have students explain how rational buying motives such as economy and durability and emotional buying motives such as comfort, pride, and adventure can be incorporated into displays.

Have students explain how product buying motives can be incorporated into displays.

Have students explain how institutional displays can be used to appeal to patronage motives.

Have students bring in illustrations of displays that emphasize different customer buying motives.

Have students visit different shopping centers and interview people at selected window displays to determine the main attraction that caused each one to stop and look. Assist students to prepare a short questionnaire to determine reactions. Ask students to report findings to class.

Have students bring in illustrations of displays that reflect the image of different types of stores.

Have students explain how to plan displays suitable for a supermarket, discount, drug, department, and an exclusive store.

EVALUATIVE TECHNIQUES

Show illustrations of displays and have students analyze and identify the main customer buying motive reflected in each display.

Have students describe how to design displays that appeal to each of the customer buying motives.

Have students list four different products for each of the customer buying motives that were discussed.

Have students suggest an idea for a window display and then describe how to carry it through to completion including the merchandise and props.

Have students design displays that appeal to each of the five senses.

Have students design displays that reflect the image of different types of stores.

Assign specific merchandise to each student and have him explain how to design displays for this product that would be appropriate for two different types of stores.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Services available - credit, delivery Appearance and location of store Community relationships (Ref. F, pp. 424-432; Ref. J, pp. 103-109)
Location and Size of Display Area	To plan displays for specific store locations and space limitations	Discuss and use filmstrips, slides, and pictures to show how the location within the store and the space available affect the planning of a display. Consider the various types of window and interior displays that were covered in Unit 1. Discuss and use illustrations to show how traffic patterns affect the location and type of display used and the merchandise exhibited. Consider placing the display at: Angle to traffic Eye level Points of heavy traffic (Ref. H, p. 94) Invite a display man to discuss various innovations and techniques that can be used to save space and make more effective use of the space that is available.
Theme	To select suitable themes for displays	Discuss various sources of ideas for displays. Consider such items as: Reading - general, trade News events Merchandise - origin, style, process, price, raw material Color Party Season, holidays Special devices - motion, sound, dispensing Special events - sales, anniversaries Other stores

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students visit different types of stores to determine the factors that affect store image. Consider such items as merchandise carried, store layout, customer services available, and sales approach. Ask students to report their findings to the class and discuss the results.	
Have students bring in illustrations of displays and explain how the location and space available affected the design of each display.	Suggest five different locations within a store and have students select appropriate merchandise and design a display for each location.
Have students describe different displays they have seen which show how location and space limitations influence the design of displays.	Assign several different types of store locations to each student and have him design displays for each of the assigned locations.
Have students visit a variety of stores and gather information on different types of displays. Assist students to design a scoring sheet considering the displays in relation to such things as size and type of store, price lines carried, merchandise offered, customer services available, general store layout, and location within store.	Suggest different areas within a store that will be suitable for a display such as cap or end, shadow box, point-of-purchase, counter top, and showcase and have students plan an appropriate display for each assigned area.
Have students bring in illustrations of displays that show a variety of themes appropriate for each month of the year.	Have students prepare a list of sources of ideas for displays.
Have students develop a calendar of events which lists for each date a suitable theme, dominant color or colors, appropriate merchandise, and related props.	Have students select a display for each month of the year and give the theme, dominant color, and main props that might be used.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Calendar of events Idea file (Ref. C, pp. 110-111; Ref. D, pp. 67-70; Ref. F, p. 331; Ref. G, pp. 81-90; Ref. I, pp. 29-31) Explain how to use a calendar of events as a source of ideas for display themes. Indicate that it may be used to determine colors, merchandise, and props. (Ref. C, p. 113) Discuss how a theme may be altered by the store's image and type of merchandise sold. Illustrate with slides and pictures how the same theme might be used by different types of stores such as an exclusive, a medium quality, discount, drug, supermarket, variety, and specialty. (Ref. D, pp. 111-117) Emphasize the importance of developing and maintaining an idea file. (Ref. G, p. 90; Ref. H, p. 81)
Authenticity of Display	To plan displays that are authentic	Discuss and illustrate with slides and pictures the types of visual merchandising that would require research to have the display authentic. Consider such items as: Ethnic customs Period furniture and fashions (colonial, Roman, Egyptian) Products and dress of other countries Scientific facts and discoveries Emphasize the importance of creating displays that are accurate in every detail.

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students select a day or event and plan appropriate displays for two different types of stores using the same merchandise. Ask students to repeat the above for three other dates or events.	Assign students four dates scattered throughout the year and have them explain how to design displays for each date which would be appropriate for two different types of stores.
Have students discuss possible solutions for displays for a store that has 15 departments but only 10 window spaces available.	Ask students to make rough sketches of displays for specific themes such as spring, Father's Day, vacation, back-to-school, and Veteran's Day for two different types of stores.
Have students bring in illustrations of displays that show a variety of themes suitable for different types of stores.	Have students explain the different approaches to designing displays that are taken by an exclusive, a department, drug, variety, and discount stores.
Have students start collecting material for an idea file for displays.	
Assist students to develop a list of display ideas that would require authentic details and to suggest resource material for each idea.	Have students identify 10 displays where authenticity of details would be very important and give at least one informational resource for each display.
Have students prepare a list of resource materials that are available in a library and give the library catalog number for each item listed.	Have students determine the kind and source of information they would need to prepare authentic displays for colonial furniture, Washington's birthday, flight to the moon, and founder's day for the store or community.
Have students visit a library and prepare bibliographies for three assigned topics (instructor's) choice) that would require authentication.	Have students prepare a list of various sources of data that could be used when developing authentic displays.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Discuss sources of research materials such as: Encyclopedias — Museum displays Reference books — Magazines Almanacs — Governmental agencies Invite a librarian to explain how to locate resource information.
Merchandise for Display	To select merchandise that is suitable for display	Discuss and illustrate with slides and pictures the factors that influence the selection of merchandise used for displays. Consider such items as: Kind - new, distinctive, old (left over items) Season and holiday - related products and activities Promotion - national, local, radio, TV, newspapers, magazines Special event - timely, yearly Size - pictures for bulky items (machines) Type - substitutes for perishable products Price - number to display, security Responsibility - manager, display man (Ref. I, pp. 29-30)
Sketch of a Display	To prepare a sketch of a proposed display that indicates dimensions of area, arrangement of merchandise, colors, props and fixtures, lighting, and backgrounds	Discuss the importance of and procedures for making sketches of proposed displays. Consider such items as: Dimensions of area Arrangement of merchandise Colors to use Props and fixtures needed Lighting requirements Backgrounds - full, partial, or open Structural features of display area - bulkheads, floors, walls, ceilings, valance, dividers, outlets

LEARNING EXPERIENCES

Have students explain the advantages and disadvantages of a merchant coordinating his displays with a national advertising campaign.

Have students explain how to design a display for a semiprecious stone.

Ask students to illustrate the principle of suggestion by listing at least three other items that would be appropriate to display with each of the following:

Cameras	Costume jewelry
Pocket radios	Women's blouses
Records	Lawnmowers
Neckties	Yard goods
Handbags	Wigs

Have each student prepare rough sketches of three displays that he suggested during the discussion of any of the preceeding sections of this unit. Also, ask him to prepare a list of props, materials, fixtures, and merchandise required for each display.

Have students measure various display areas and prepare rough layouts that give dimension and the location of important structural features.

EVALUATIVE TECHNIQUES

Have students show how they would design a display for a large and expensive piece of equipment such as a snowplow, road grader, bulldozer, or power shovel.

Have students show how they would design a display for perishable products such as ice cream, milk, frozen food, or fresh meat.

Suggest several different types of merchandise and ask students to describe the type of display they would plan in order to promote each product.

Have students make a rough sketch of a display to promote the sale of 500 items of an outmoded article that originally sold for $4.95 each.

Have students prepare rough sketches of displays suitable for a shadow box, ledge, showcase, and window.

Have students plan a display for the camera department of a large store. The display is to feature a recently introduced camera that has a suggested retail selling price of $39.95. Include the main theme, buying appeals used, suitable related items and props, showcards, and a rough sketch.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		(Ref. C, pp. 110-111; Ref. I, pp. 31-32) Show illustrations of preliminary sketches and photographs of the finished displays and point out how the sketches were used in constructing the displays.
Cost of a Display	To estimate the cost of materials and labor to construct specific displays	Invite a display manager to discuss and demonstrate the procedures for estimating the costs of constructing displays. Include such costs as: Merchandise Materials and labor for backgrounds and props Mannequins, props, fixtures Lights and power Discuss ways of reducing the costs associated with constructing displays. Indicate that display equipment needs to be handled with care in order to keep replacement costs at a minimum.

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LEARNING EXPERIENCES

Show illustrations of displays and have students estimate the cost of each display. Ask students to defend their estimates.

Have students prepare a list of materials, labor, and merchandise required to construct each of the displays for which they made rough sketches. Ask them to estimate the cost of each display.

Allocate a sum of money for a specific type of display (instructor's choice). Ask each student to make sketches of the assigned display that would not exceed the designated expenditure. Then, indicate that it is necessary to reduce the cost of the display by 20 percent. Have the students make sketches to show how they would redesign their displays to meet the new cost figure.

EVALUATIVE TECHNIQUES

Have students plan a display for a sporting goods store that would feature skis and ski equipment. Include the theme, colors, buying appeals, related items and props, and a rough sketch.

Have students prepare a list of merchandise, materials, and labor required and the approximate cost to construct the following displays:

- Window featuring spring dresses
- Window featuring men's clothes
- Showcase featuring small hand tools for the home owner
- Counter top featuring small transistor radios
- Shadow box featuring women's pocketbooks or handbags

Show illustrations of many different types of displays. Have students critically analyze each display and suggest changes where needed. Consider the following items:

- Type of store
- Location within store
- Theme
- Buying motives emphasized
- Appropriateness of merchandise displayed
- Use of space
- Arrangement of merchandise
- Authenticity of display

UNIT 5

EXECUTING A DISPLAY

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Characteristics of a Good Display	To construct effective displays	Indicate that much of the information presented so far is used in the construction of effective displays. In this unit, material that has been given previously will be reviewed and only new information will be presented in depth. Review and illustrate with slides and pictures the characteristics of a good display. Include such items as: Composition - depth, height, principles of design, placement of merchandise, backgrounds Suitability - store image, central theme, selection of merchandise Power to sell - merchandise in realistic settings, use of leading lines, viewpoint of customer, special features emphasized, placement of showcards Cleanliness - merchandise, props, glass, floors, lights Lighting - appearance, no shadows or reflections, merchandise emphasized Technically correct - folding, draping, pinning, principles of design (Ref. F, pp. 324-329; Ref. G, pp. 67-80; Ref. I, pp. 89-93, 185-190; Ref. J, pp. 420-424)† Invite a display man to discuss the characteristics of a good display and suggest practical ways of achieving these characteristics. Invite a display manager to discuss the latest trends in visual merchandising.

†Texbtook citations are shown on page 78.

LEARNING EXPERIENCES

Have students bring in illustrations from magazines of several types of displays and indicate the strong and weak points of each display.

Divide class into teams of two students. Have each team construct a suitable display for a specific type of merchandise (instructor's choice).

Ask a few students to interview store owners or managers to find out their opinions on the importance of window displays, how often their windows are changed, who does the planning, and who does the actual trimming of the window. Assist students to develop an interview guide. Have students report their findings to the class and discuss the results.

Ask students to select two different window displays (be sure students visit different areas) and interview 20 people who stopped and looked at each display to find out why they stopped and their opinions as to the attracting power, impact, timeliness, and lighting effects of the display. Assist students to develop an interview guide. Have students report findings to class and discuss results.

EVALUATIVE TECHNIQUES

Have the students list and briefly explain the factors that must be considered when constructing an effective display.

Suggest several window display situations (Father's Day for a men's store, graduation time for a jewelry store, opening of the baseball season for a sports shop) and have students plan a suitable display for each situation including theme, information for showcards, sketch, and a list of required merchandise and props.

Show a series of slides or pictures of different types of displays. Ask the students to list the strong points of each display and to suggest ways of making each display more effective.

Have the students list the characteristics of a good display and explain how each characteristic might be achieved.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Scheduling Displays	To establish schedules for planning and constructing displays	Discuss the development of timetables for displays. Consider the following units of time relative to the display date: Four to six months - theme, goals, budget, responsibilities Two to three months - list of specific items, order items not readily available Three weeks - request merchandise, make major substitutes, copy for showcards Four days - final check, labor request, merchandise pressed, backgrounds and props prepared Installation day - sequence of operations Display "pulled" - merchandise checked and returned, props and fixtures stored (Ref. E, pp. 86-87; Ref. G, pp. 91-97; Ref. H, p. 73) Emphasize the necessity of being ready for last minute charges and of coordinating the materials in an existing display with a new display for the same window.
Display Budgets	To prepare budgets for various types of displays	Discuss the procedures for developing display budgets. Indicate ways that are used to justify expenditures for displays. (Ref. G, pp. 117-123)
Display Requisitions	To make requisitions for complete displays	Explain the procedures and show examples of forms used for requisitioning merchandise, space, fixtures and props, and showcards. (Ref. G, pp. 123-124; Ref. H, pp. 80-81; Ref. J, pp. 440-441)
Knockdown Displays	To assemble and disassemble knockdown displays	Use an opaque projector to show the assembly instructions enclosed with a knockdown display. Then, demonstrate the assembly of the display following these instructions.

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students develop a timetable of events for several different types of displays.	Ask students to develop a timetable for a window display for a large department store for the month of March with spring as the main theme.
Have students schedule several displays, either in the same window or adjoining windows that would require a minimum amount of change such as using the same backgrounds, many of the same props, and possibly some of the same merchandise, but with a different emphasis.	After the students' schedules are completed for the above problem, state that on February 15 the display man received a memo from the store manager which indicated that the display must reflect the recent achievement of the country's space team. Have students show how they would make the changes and yet utilize as much of the original display as possible.
Ask students to bring in illustrations of two different types of displays and to develop a budget for each one.	Have students list the items that should be considered when developing a budget for a display.
Have students practice using forms to request different items required in a display.	Suggest three different types of displays and have students list the various things required to construct each display.
Secure a variety of knockdown displays. Have students assemble and disassemble several different types of displays. Observe and evaluate the procedure used by each student.	Have students explain the procedure for assembling a knockdown display.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Demonstrate the assembly and disassembly of different types of knockdown displays which are supplied by manufacturers and distributors of food, drug, and cosmetic products.
Building Displays	To read, interpret, and prepare various types of drawings and plans used in constructing displays	Invite an industrial arts or a mechanical drawing teacher to explain and show examples of different kinds of drawings. Include such types as: Working - multiview, dimensioning Pictorial - one view, cabinet, dimensioning Architectural - common scales, dimensioning, floor plans, symbols (Ref. Feirer, pp. 14-16, 55-65, 73-87, 99-101, 235-240, 322-332; Wyatt, pp. 342-347, 354-357, 389-405, 425-438, 481-511) Invite a draftsman to explain and show examples of the basic parts of a drawing and to demonstrate how to locate the dimensions for specific parts of the objects. Include such items as: Lines (for shape) visible, hidden, extension, dimension, center Dimensions (for size) Symbols (for representation) (Ref. Feirer, pp. 13-14) Review the procedures for making sketches of displays and of using squared paper. (Ref. Feirer, pp. 148-163)
	To display merchandise effectively	Review the procedures for handling merchandise. Include such items as: Pinning and draping of merchandise Dressing mannequins

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Let students examine examples and become familiar with the different kinds of drawings. Have students bring in illustrations of different kinds of drawings.	Show a series of illustrations of various types of drawings and ask students to identify each type.
Show several drawings on an overhead projector and have students point out the various parts. Have students prepare layouts of a display area. Secure or prepare drawings of common props or simple wooden furniture. Develop an answer sheet to accompany each drawing that requests dimensions for various parts of the object shown. Distribute several drawings and their accompanying answer sheets to the students and ask them to record the requested dimensions in the space provided on each answer sheet.	Prepare a sheet containing the various lines and symbols used for drawings and have students identify each one. Check each student's drawing for understanding, knowledge, and effectiveness. Give students a drawing of a simple object and ask them to list on a special answer sheet the dimensions for specific parts. Have students use a drawing or sketch to build a simple object for a display. Observe and evaluate the work procedures and results provided by each student.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Fitting dresses, shirts, coats, and pants Shortening or narrowing hanging items (Ref. E, pp. 87-161; Ref. G, pp. 46-49)
	To use lights effectively in displays	Review the lighting of counter tops, showcases, shelves, and windows. Include such items as: General, atmosphere, and spot lighting Checking for heat buildup, glare, circuit overload, air circulation Discuss and show illustrations of light and heavy window trims.
	To list various types of displays	Explain and illustrate with slides and pictures the building of displays used by manufacturers for exhibits at trade and agricultural fairs. Explain and illustrate with slides and pictures the construction of architectural and a store-within-a-store displays.
	To construct various types of displays using different kinds of merchandise	Demonstrate the procedures for preparing a space for a display. (Ref. I, p. 32; Ref. J, pp. 442-443) Review the items necessary to consider when constructing various types of displays for different kinds of merchandise. Include such things as: Planning schedules Sketches of displays Elements and principles of design Correct arrangement Use of color Proper lighting Floors and backgrounds

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students bring in illustrations of light and heavy window trim.	Have students explain the difference between light and heavy window trim.
Have students bring in illustrations of exhibits used at trade and agricultural fairs.	Have students design an exhibit for a trade show.
Have students bring in illustrations of architectural displays.	Have students design an architectural or a store-within-a-store display.
Have students explain how to prepare for a display.	
Assist students to develop a checklist of items that need to be done during the construction of a display.	Have students list the steps for constructing a display.
As a review of the principles of line and design, the instructor may give students the Graves Design Judgment test available from Psychological Corporation.	
Have students develop two or three miniature displays that incorporate proper balance, color, theme, and design for several different types of merchandise.	Rate the miniature displays. Discuss with each student the evaluation of his display and point out areas in need of improvement.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
		Props and fixtures Selection and handling of merchandise Showcards Cleanliness of display (Ref. D, pp. 83-117; Ref. E, pp. 8-19, 49-79, 86-161; Ref. F, pp. 331-334; Ref. G, pp. 20-28, 49-66; Ref. H, pp. 73-82, 89; Ref. I, pp. 32-34; Ref. J, p. 443)
		Plan the practical work so that students develop proficiency in the following skills: Using hand and power tools Painting and mixing colors Wiring and using lights Covering frames with cloth and paper Pleating and draping fabrics Dressing and pinning forms Arranging flowers and greens Making showcards Following good housekeeping procedures

LEARNING EXPERIENCES

Indicate to the students that their miniature displays will be rated by the following points:

Theme	20 points
Originality	20 points
Completeness of details	10 points
Effectiveness	20 points
Balance	10 points
Use of color	10 points
Use of lines	10 points

(Ref. H, pp. 195-198)

Have students build several different types of point-of-purchase displays using different kinds of merchandise.

(Ref. H, pp. 209-210)

Have students work in small groups and build several types of displays and backgrounds for different kinds of stores, using appropriate merchandise in each situation. Change members of the group occasionally.

Give students practical experience in planning and constructing displays by securing the use of several display areas and have teams of two and three students plan and construct appropriate displays for each area. Have each team submit a plan of their display for the assigned area. After plans have been approved, ask one student from each team to contact a local merchant and obtain the loan of the necessary merchandise and props. If the display will be in a public place, acknowledge the cooperating merchant. Discuss in class the merits of each display. Ask another member of each team to return the merchandise with thanks.

EVALUATIVE TECHNIQUES

Check each student's display for workmanship and effectiveness and point out areas in need of improvement.

Check each team's display for workmanship and effectiveness and point out areas in need of improvement.

Rate each display for its effectiveness, techniques used, and workmanship. Discuss with each team the evaluation of their display and point out areas in need of improvement.

Observe and evaluate each student as he is involved with the practical work. See appendix C. Arrange for individual student conferences, and based on your appraisal, discuss ways of developing a self-improvement plan that would enhance his employability.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
	To evaluate the effectiveness of a display	Explain and demonstrate the procedures for evaluating the displays. Indicate that a rating scale might include the following. Power to attract attention 15 Arrangement 15 Display techniques 20 Selling power 15 Lighting 15 Technical excellence 20 (Ref. C, pp. 114-115; Ref. D, pp. 83-117; Ref. H, pp. 191-194; Ref. I, pp. 34-37; Ref. J, pp. 444-446)
Finding a Job	To list places where employment might be obtained	Discuss sources of entry jobs in display work. (Ref. Rickert, Stoner, Brown, pp. 141-150) Explain how to write a letter of application.
	To complete an application form	Explain the procedures for completing a job application form.
	To use acceptable job interview techniques	Invite a personnel manager of a large store to discuss the procedures an individual should follow during a job interview. Follow with a question and answer period. Summarize and discuss the speaker's remarks. Have the personnel manager conduct mock interviews with members of the class and point out areas in need of improvement.

LEARNING EXPERIENCES	EVALUATIVE TECHNIQUES
Have students bring in illustrations of different types of displays and evaluate each one.	Show illustrations of at least five displays. Ask students to evaluate each display and to suggest improvements.
Have students evaluate their own displays and point out areas in need of improvement.	
Have students develop a list of places where they might inquire for employment as an entry worker in the field of display.	
Have each student write a letter of application. Review and point out any changes that need to be made.	
Obtain application forms from several different sources and have each student practice completing at least one.	
Assist each student to prepare a personal data sheet that he may use when he applies for a job.	
Have students develop a list of "things to remember" when being interviewed.	Have students explain how they should prepare for a job interview.
Select students to role play several job interview situations in which the applicants conduct themselves properly and several situations in which the applicants make mistakes. Discuss how the participants handled each job interview situation. At the conclusion of the role playing situations, assist the students to develop a list of factors which would influence an employer to hire a job applicant.	Have students explain how they should conduct themselves during a job interview.
	Ask each student to appraise his attitudes toward employment. See appendixes D, E, and F. Arrange for individual conferences and discuss with each student his strengths and weaknesses and help him develop a self-improvement program.

TOPIC	PERFORMANCE OBJECTIVES	INSTRUCTIONAL TECHNIQUES
Keeping a Job	To conduct himself properly on the job	Emphasize the importance of being able to work together during training, for this is the way it will be on the job. Review the characteristics that contribute to harmonious working relationships. Review the characteristics that employers like employees to have. (Ref. Rickert, Stoner, Brown, pp. 27-28, 32-35)

LEARNING EXPERIENCES

Have students role play such situations as:

Meeting production deadlines
Taking suggestions from a supervisor
Keeping busy during slack times
Being asked to cover for another employee
Having someone else take credit for your work
Being the target of a "practical joke"
Being told by other employees, "Stop trying so hard because it makes us look bad"
Listening to a story about another employee that starts off, "Guess what I heard about . . ."
Having to work with an employee who is unpleasant most of the time
Being asked to run errands for others just because you are the "new worker"

Discuss with the students how the participants handled the above situations and offer other possible solutions.

EVALUATIVE TECHNIQUES

Have students list the characteristics of a good employee and explain how these traits influence success in the job.

Have students list 10 behavioral patterns that contribute to getting along with others on the job.

Using Audiovisual Materials

Audiovisual materials are both a tool for teaching and an avenue for learning. While no particular amount of time is recommended for using audiovisual materials, it is suggested that they be used with a variety of other learning activities and that the instructor not devote an entire class session to the use of such materials.

Audiovisual materials lend themselves well to stimulating a high level of involvement. When working with adults, it is well to remember that they can learn much from each other. It is with the idea of getting people involved and having them make contributions that these comments are made.

The following suggestions may assist the instructor as he plans for the effective use of audiovisual materials.

- Plan presentation (organization and methods)
- Prepare equipment and materials
- Orient class (background materials)
- Present lesson
- Summarize concepts and understandings
- Evaluate knowledges acquired
- Followup with opportunities to explore new knowledges
- Return equipment and materials

Plan Presentation (Organization and Methods)

Always preview any audiovisual material to become familiar with its content and to see that it correlates with the lesson. Students dislike *time fillers* and inappropriate presentations. While previewing, prepare comments which might answer such questions as:

- What is being illustrated?
- Why is the presented material important?
- What are the important terms and understandings being presented?
- What are some appropriate topics which could be used to stimulate class discussions?

Prepare Equipment and Materials

Request the required equipment several days ahead of time from the director of adult education or person in charge of audiovisual equipment. Then, see that it is delivered prior to the starting of the class. Check the equipment to see that it is all in working order. Before the class begins, practice using the equipment to become acquainted with its operation. Arrange the room so that everyone can see and is comfortable. Have a screen ready and place it so the least amount of outside light is reflected onto it. The wall may be used, but a screen is much more desirable. The larger the room and the larger the audience, the larger the screen that is needed. Be sure there is a table for the projector, an electrical outlet, an extension cord, and a spare projector lamp in case the one in use fails.

If the class is held during the day, be sure the room can be darkened and ventilated. Check to see that the lights can be turned off without shutting off the power to the projector. At the conclusion of the presentation, allow the fan on the machine to cool the equipment for a few minutes before completely shutting off the power.

Orient Class (Background Material)

Explain the subject matter that is going to be presented. Discuss the important terms used, and indicate the main points that will be covered.

Present Lesson

Have the film threaded and the projector ready for use. Stop the film or filmstrip for discussion as the need arises during the showing instead of waiting until the presentation has been completed. A filmstrip offers flexibility, for it may be used as a whole or as a part, whichever is appropriate to the needs of the trainees. It may also be stopped at any frame for discussion or questions. At the end of the showing, make your comments and encourage discussion and questions from the trainees.

Summarize Concepts and Understandings

Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for the trainees to raise other questions which may lead to a more complete understanding of the topic. Encourage students to keep some kind of notation for future review.

Evaluate Knowledges Acquired

Prepare a list of questions which might assist students to evaluate how well they have learned the important points of the presentation. One approach might be for the instructor to present the question and pause for a few moments to allow the students to form their answers before responding. Interest could be generated by asking the students to keep track of the numbers of their correct answers.

Followup With Opportunities To Explore New Knowledges

Introduce several new topics for discussion which will motivate the students to a further investigation of the subject.

Return Equipment and Materials

After the class is over, make arrangements to return the equipment and school-owned audiovisual materials. For an item ordered from an out-of-school source, complete the required attendance report, prepare the material for mailing, and make arrangements for its prompt return.

Preparing and Using Transparencies

Materials for use on the overhead projector may be prepared by hand, the heat-transfer process, and the color-lift process. Each method is described briefly for those who might wish to make their own original transparencies.

General Suggestions

- Select only content that is appropriate for an overhead transparency.
- Keep content of transparency simple.
- Organize the content of the transparency carefully.
- Use multiple overlays (one transparency over another) for the development of a concept or to show steps.
- Keep master and overlays in register with crosshair marks in opposite corners.
- Use color to make the transparency attractive but only enough color for emphasis. Color-toned sheets or colored ink may be used to identify parts of a drawing or picture.
- Plan transparency for horizontal projection.
- Use letters and symbols that are at least $\frac{1}{4}$-inch high. Use a lettering guide or dry-transfer letters and symbols to produce attractive titles or labels.
- Leave a $\frac{3}{4}$-inch clear margin on all sides of the transparency.
- Use a pointer to identify a specific part and then remove it quickly or lay pointer on transparency, for a hand-held pointer cannot be kept steady and is distracting.
- Use a sliding or hinged mask to control the rate of disclosure when more than one step is included on a transparency.

Handmade Process

Produces a simple and inexpensive transparency.

Materials Needed

- Plastic sheet or roll - clear or frosted
- Markers - grease pencil or pen
- Ink - transparent or india

Suggested Procedures

- Mark directly on the plastic sheet. This may be done in front of the class as the lesson is being given or may be prepared ahead of time.
- Remove materials placed on a handmade transparency with a sponge or cloth moistened with water or a special cleaning fluid. Then the transparency is ready to be used again.

Heat-Transfer Process

Produces a transparency from almost any original that is flexible and no thicker than a sheet of paper.

Materials Needed

- Plastic sheets
- Item to be copied
- Copying machine

Suggested Procedures

- Material to be copied can be opaque or translucent but should have a carbon-type ink base *(black)*.
- Follow the directions for the specific copying machine; use the recommended type of plastic sheets.

Color-Lift Process — Drymount Press

Produces a transparency by transferring the ink of a printed picture to a sheet of transparent film. Only material printed on a clay-based paper may be used.

Materials Needed

- Special film
- Detergent
- Flat tray
- Drymount press
- Pressure boards
- Item to be transferred

Suggested Procedures

- Select and test the picture to be lifted. Wet the fingertip and rub over an unprinted portion of the page. Clay-based papers will leave a white residue on fingertip.
- Dry the picture for 5 seconds in a drymount press at 270° F.
- Put the picture on the coated side of the special film and place between pressure boards. Heat the resulting sandwich for 2-3 minutes in a drymount press set for 270° F.
- Place picture and film in lukewarm water containing a liquid detergent. Soak for 2 minutes or until the paper pulls easily from the acetate.
- Wash clay coating from picture and dry film carefully.
- Spray ink surface with clear lacquer spray. Allow spray to dry; then mount transparency.

Appendix

Appendix A

Equipment And Supplies

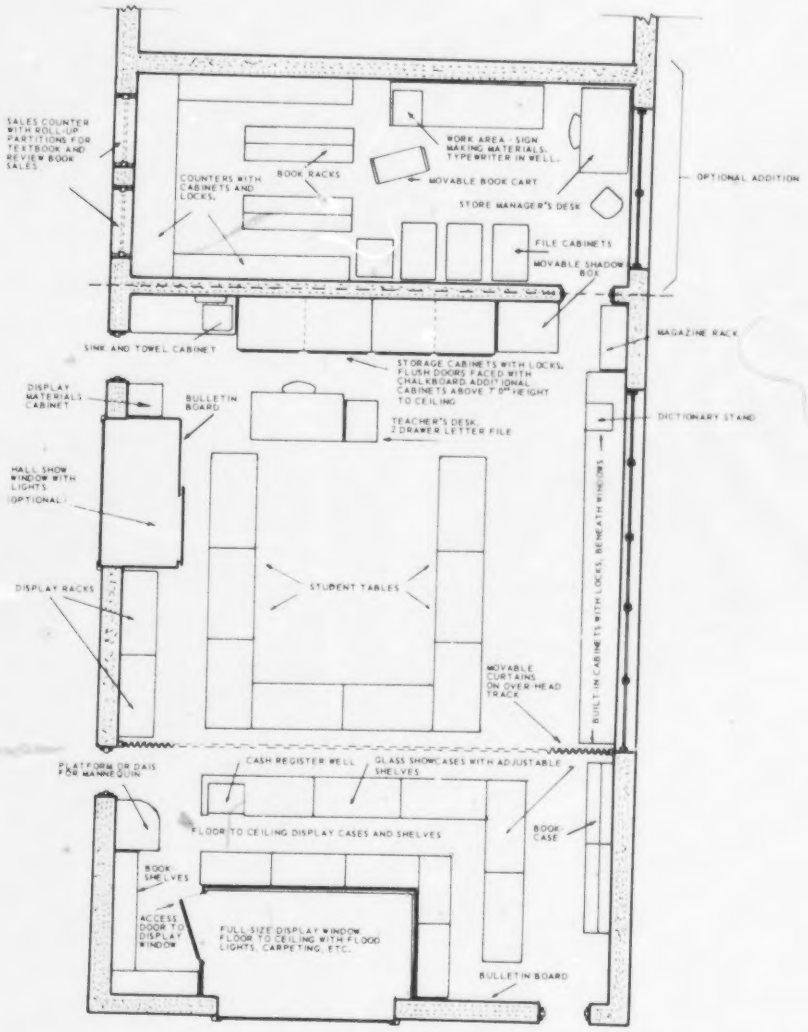
NECESSARY

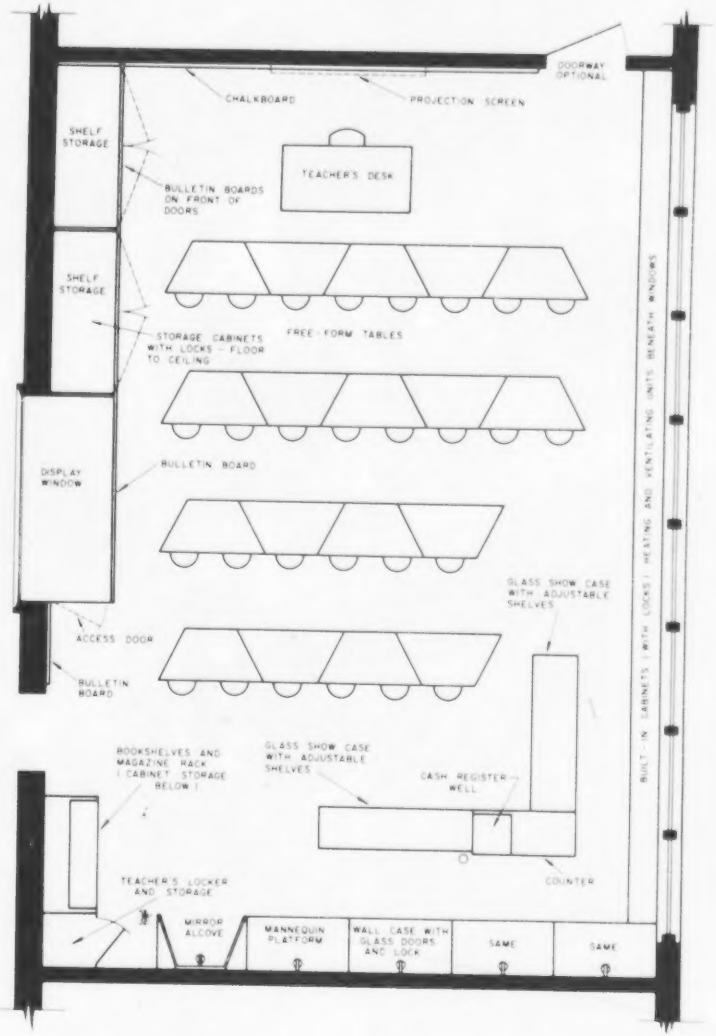
- Glassed or open showcase
- Two mannequin forms with stands
- Sign making unit, signboard, and ink
- Electric saber saw and drill
- Six-foot worktable
- Storage cabinet
- Tackle box with scissors, tack hammer, pliers, screwdrivers, wire cutters, display pins, display wire, cutting knife, clipper staple gun
- Spotlighting fixtures, clip on and free standing with bulbs
- Assorted metal sign holders
- Assorted cloth, clothing, and corrugated and seamless display papers
- Basic paints, brushes, and color assortment of spray and latex paints
- Several sheets of wallboard

ADDITIONAL

- Assorted staple guns and supplies
- Mannequin forms - male, female, teenager, child - black and white with wigs
- Assorted display forms, props, and panels
- Assorted rolls of ribbons
- Mockup of a store front
- Track lighting and bulbs
- "Cutawl" machine or equivalent
- Paper cutter
- Turntables
- Mannequin bins
- Mannequin platforms
- Seasonal display kits

SUGGESTED LAYOUTS FOR DISTRIBUTIVE EDUCATION CLASSROOM - LABORATORY


SALES COUNTER WITH ROLL-UP PARTITIONS FOR TEXTBOOK AND REVIEW BOOK SALES
COUNTERS WITH CABINETS AND LOCKS.
BOOK RACKS
WORK AREA - SIGN MAKING MATERIALS; TYPEWRITER IN WELL.
MOVABLE BOOK CART
STORE MANAGER'S DESK
OPTIONAL ADDITION
FILE CABINETS
MOVABLE SHADOW BOX
SINK AND TOWEL CABINET
MAGAZINE RACK
STORAGE CABINETS WITH LOCKS, FLUSH DOORS FACED WITH CHALKBOARD ADDITIONAL CABINETS ABOVE 7'0" HEIGHT TO CEILING
DISPLAY MATERIALS CABINET
BULLETIN BOARD
TEACHER'S DESK, 2 DRAWER LETTER FILE
DICTIONARY STAND
HALL SHOW WINDOW WITH LIGHTS (OPTIONAL)
BUILT-IN CABINETS WITH LOCKS, BENEATH WINDOWS
DISPLAY RACKS
STUDENT TABLES
MOVABLE CURTAINS ON OVER-HEAD TRACK
PLATFORM OR DAIS FOR MANNEQUIN
CASH REGISTER WELL
GLASS SHOWCASES WITH ADJUSTABLE SHELVES
FLOOR TO CEILING DISPLAY CASES AND SHELVES
BOOK CASE
BOOK SHELVES
ACCESS DOOR TO DISPLAY WINDOW
FULL-SIZE DISPLAY WINDOW FLOOR TO CEILING WITH FLOOD LIGHTS, CARPETING, ETC.
BULLETIN BOARD



APPENDIX C

TRAITS AND ATTITUDES FOR EMPLOYMENT

Student_____ Evaluator_____ Date_____

Directions: Appraise the student in each of the indicated areas by marking under the *Rating* column a *1* for not acceptable, a *2* for poor, a *3* for acceptable, a *4* for good, and a *5* for excellent.

AREA	1	2	3	4	5	Rating
APPEARANCE	Wears work clothes that are soiled and/or non-regulation which detracts from business image.		Wears work clothes that meet minimum requirements of the job.		Wears work clothes that are acceptable at all times.	
	Is sloppy about grooming.		Is satisfactorily groomed.		Is exceptionally well-groomed.	
	Is unpleasant.		Is pleasant.		Sparkles and smiles.	
COOPERATION WITH COWORKERS	Completes own assigned duties, but does not help others.		Helps others, but not cheerfully.		Helps others cheerfully when they are busy and he is not, helpful to new employees.	
	Lacks judgment in working with others, bickers on the job, source of friction with other workers.		Works well with others, rarely a source of friction.		Works smoothly with others, contributes to group morale.	
ATTITUDE TOWARD REGULATIONS	Follows regulations carelessly.		Follows regulations generally.		Follows regulations consistently.	

AREA	1	2	3	4	5	Rating
	Is unconcerned for the safety of coworkers, and self; does not know steps to take in case of an accident.		Recognizes need for safety procedures, knows steps to take in case of an accident.		Is concerned for safety of coworkers and self, alert to hazards and corrects them if possible, takes responsibility in case of accident.	
ACCEPTANCE OF SUPERVISION	Dislikes criticism.		Able to take criticism.		Welcomes criticism as a way to improve skills.	
	Resents or fears supervisor, slow to follow directions.		Accepts supervision willingly, moderately quick to understand and follow directions.		Understands directions quickly and follows them accurately and enthusiastically.	
MANAGEMENT	Is careless and/or indifferent toward supplies and equipment, keeps work space cluttered.		Is careful of supplies and equipment, keeps work space orderly.		Saves time, energy, and supplies; comprehends and properly cares for equipment; keeps work space neat and efficiently arranged.	
DEPENDABILITY	Is tardy or slow to begin work, often absent.		Is punctual and rarely absent.		Is always on time and consistently present.	
LOYALTY	Criticizes and complains frequently.		Maintains a loyal attitude.		Feels like part of the group.	
HONESTY	Is careless about the use of time, money, and supplies.		Is usually honest about time, money, and supplies.		Is completely honest about time, money, and supplies.	
ADAPTABILITY AND INITIATIVE	Resists change of policy or routine and/or cannot adjust to change.		Accepts change of routine and adjusts reasonably fast.		Adapts to new situation readily, learns quickly when need arises.	

Traits and Attitudes for Employment (Continued)

AREA	1	2	3	4	5	Rating
	Tends to hold back, afraid to make mistake, requires constant supervision.		Works usually without supervision.		Shows initiative; goes ahead without supervision, after learning what is expected.	
	Does not accept additional responsibilities.		Accepts and carries additional responsibilities if asked.		Accepts and carries additional responsibilities cheerfully.	
ATTITUDE TOWARD PUBLIC	Shows impatience and lack of courtesy with public.		Is usually courteous toward public.		Is consistently courteous with little effort.	
PRIDE IN JOB	Ashamed of job, does not enjoy working.		Enjoys job and has good morale.		Is enthusiastic about job.	
	Makes same mistakes over again, does not attempt to correct mistakes, work is poor.		Attempts to correct mistakes so they will not be repeated, work meets minimum requirements.		Makes conscious and constant effort to improve performance, work is high quality.	
SUITABILITY FOR THE JOB	Another job would be more suitable for this worker, or needs more training.		Qualified for this position, should be encouraged to seek additional education and training.		Shows exceptional ability and interest for this job, deserves job advancement.	
RELATIONSHIPS WITH SUPERVISOR	Resists criticism and direction.		Accepts supervision and follows directions.		Invites criticism and understands directions.	
PRODUCTION	Is a slow worker, often needs help to finish assigned tasks.		Has a reasonable worker pace, requires help only occasionally.		Is consistently on top of the job and often helps others.	
QUALITY OF WORK	Is careless and sloppy.		Meets minimum standards.		Performs high quality work.	

AREA	1	2	3	4	5	Rating
SAFETY AWARENESS	Is a hazard to himself and others.		Needs an occasional warning to follow safety rules.		Alert to hazards, and protects himself and others.	
ATTENTION TO JOB	Has too many things going at once, easily distracted.		Concentrates on single job, forgets to keep track of other jobs and situations for which he is responsible.		Concentrates on completing the job(s) at hand, keeps track of several situations when necessary.	
	Lacks organization of work procedures.		Works in an orderly manner when called to his attention, unable to plan own sequence.		Follows an orderly work sequence, plans own sequence.	
ADJUSTMENT TO NEW AND/ OR UNPLEASANT SITUATIONS	Adjusts poorly to new or unexpected situations, does not apply principles learned from training or experience.		Adjusts to new or unexpected situations when supervisor helps to apply principles learned from training or experience.		Adjusts readily to new or unexpected situations, applies principles learned from training or experience.	
	Avoids or delays jobs he does not like, tries to get others to do them for him.		Does unpleasant jobs as assigned, but not always cheerfully.		Does unpleasant jobs promptly and cheerfully, accepts them as part of the job.	

APPENDIX D

SELF-ANALYSIS OF ATTITUDES TOWARD WORK

Student _____ Date _____

Directions: Read each of the statements below. Then, indicate your opinion by circling the *A* if you strongly agree, the *a* if you mildly agree, the *d* if you mildly disagree, and the *D* if you strongly disagree. There are not right or wrong answers. Consider how your opinions might influence a potential employer's decision to offer you a job and your decision to accept it.

1. I would like a boss who would listen to my ideas. A a d D
2. I think holding down a job is a sign of maturity in a person. A a d D
3. I do not look forward to work unless I can earn enough money to make it worthwhile. A a d D
4. I want to work for a person who gives me a chance to show my ability. A a d D
5. I think the boss is there to help me. A a d D
6. I would like to work with people who live the same kind of life that I do. A a d D
7. I think there are apt to be one or two workers on any job who will not cooperate. A a d D
8. My going to work and holding a job does not mean much to my country's growth and prosperity. A a d D
9. The way I am treated on the job is just as important to me as the wages I receive. A a d D
10. I would rather remain with the friends I have made in my neighborhood and church than to take up with people where I work. A a d D
11. I think that any worker has the right for respect and consideration from others. A a d D
12. I would not be as concerned about the benefits a company offers as about the salary it pays. A a d D
13. I do not think it is right for the boss to ask employees to work late since most people have their own plans already made. A a d D
14. I want a salary that I feel my work is worth. A a d D
15. I think unions are good for group protection because the employer will listen to many voices. A a d D
16. I want a job with which I have had some experience. A a d D
17. After I start work, I hope I can associate with a better class of people than those I go around with now. A a d D

18. I would like a job which offers a great deal of advancement. A a d D

19. I want a boss who is kind, but strict. A a d D

20. I think the employer should see to it that the worker gets the rights that are really important to him. A a d D

21. So many people these days seem hard to get along with. A a d D

22. I do not think I should expect to talk and discuss certain problems with the boss that I would with a close friend. A a d D

23. I think it is part of my job to get along with my coworkers. A a d D

24. Learning new things, trying to get ahead, and making something of my life are more important to me than salary. A a d D

25. I do not think I need to admire my boss just because of his position. A a d D

26. I think anyone who works should take pride in his job and do the best he can. A a d D

27. I have a tendency to rebel under supervision. A a d D

28. I think the employer has the right to expect me to present a neat appearance. A a d D

29. Most bosses tend not to be quite fair to everyone in their employ. A a d D

30. I want to work with people who will get along well with me.

Self-Analysis of Attitudes Toward Work (Concluded)

31. I want to go to work so I can support myself. A a D d

32. I think most bosses are just average humans like me, but somehow they have attained their position by pull and money. A a d D

33. I can do no more than work my hardest when trying to get a promotion. A a d D

34. I want to work with people who take their work seriously enough to do a good job. A a d D

35. I think the worker should be able to list his complaints with his supervisor or boss. A a d D

36. I would like the type of work that is varied and challenging. A a d D

37. I think that in most jobs a person has to have "connections" in order to get a promotion. A a d D

38. I think the boss should be able to discuss my problems with me at any time of the day. A a d D

39. I think a person who tries to do a little more than is required may be promoted to a better job. A a d D

40. I have a tendency to dislike following rules, especially when I think I can get away with it. A a d D

41. I think people who work usually realize the value of a pleasing personality. A a d D

APPENDIX E

CONCEPT OF SELF IN THE WORLD OF WORK - PART I

Student_____ Date_____

Directions: Place a check (✓) at the point on each of the scales given below that best describes you for that item.

1. Rate your ability to get a job after you complete this training.

Very able — Average — Unable

2. Rate your ability to keep a job after you get one.

Very able — Average — Unable

3. Rate the amount of self-confidence you possess.

Great deal — Average — Very little

4. Rate your ability to work with others.

Very able — Average — Unable

5. Rate your ability to make friends.

Very able — Average — Unable

6. Rate your ability to accept responsibility.

Very able — Average — Unable

7. Rate your ability to remain calm under pressure.

Very able — Average — Unable

8. Rate your ability to "take it" when the going "gets rough."

Very able — Average — Unable

CONCEPT OF SELF IN THE WORLD OF WORK - PART II

Student _____ Date _____

Directions: Read each of the statements below. Then, indicate your opinion by circling the *A* if you strongly agree, the *a* if you mildly agree, the *?* if you do not know, the *d* if you mildly disagree, and the *D* if you strongly disagree.

1. I cannot be pleasant to people who are disagreeable. A a ? d D
2. I get upset when things go wrong. A a ? d D
3. I need to be able to admit when I make a mistake. A a ? d D
4. I am uncomfortable in strange places. A a ? d D
5. I am uncomfortable with people I do not know. A a ? d D
6. I need to become very interested in others so that I can forget about my self-consciousness. A a ? d D
7. I need to have more faith in myself and not to be discouraged. A a ? d D
8. I need to learn to "take it" so my feelings will not be hurt so easily. A a ? d D
9. I need to learn to put the wishes of the group ahead of my own. A a ? d D
10. I have little use for people who believe differently from me. A a ? d D
11. I am discouraged and afraid before I ever get started. A a ? d D
12. I have trouble working things out for myself. A a ? d D
13. I am hurt when people criticize me. A a ? d D
14. It is hard for me to go ahead on a job, even when I know how to do it. A a ? d D
15. I am afraid to try anything new. A a ? d D
16. I get more things accomplished when I work alone than I do when I work in a group. A a ? d D

Directory

Advertising Council
25 West 45th St.
New York, N.Y. 10036

Business Education Films
5113 16th Ave.
Brooklyn, N.Y. 11204

Careers
Largo, Fla. 33540

Chandler Publishing Co.
124 Spear St.
San Francisco, Calif. 94105

Chas. A. Bennett Co., Inc.
809 West Detwiller Dr.
Peoria, Ill. 61614

Chronicle Guidance Publications
Moravia, N.Y. 13115

DCA Educational Products, Inc.
4865 Stenton Ave.
Philadelphia, Pa. 19144

Dennison Manufacturing Co.
Framington, Mass. 01701

Display Publishing Co.
407 Gilbert Ave.
Cincinnati, Ohio 45202

E.P. Dutton and Co., Inc.
201 Park Ave., South
New York, N.Y. 10003

Fairchild Publications, Inc.
7 East 12th St.
New York, N.Y. 10003

Gregg Division
McGraw-Hill Book Co.
Hightstown, N.J. 08520

Grocery Trade Publishing Co.
21 Ontario Rd.
Ballerose, N.Y. 11426

Guidance Associates
Pleasantville, N.Y. 10570

J.C. Penney Co., Inc.
Local store or
1301 Avenue of the Americas
New York, N.Y. 10019

Lebhar-Friedman Publications, Inc.
2 Park Ave.
New York, N.Y. 10016

McGraw-Hill Book Co.
330 West 42d St.
New York, N.Y. 10036

Merchandiser Publishing Co. Inc.
419 Park Ave., South
New York, N.Y. 10016

National Association of Display Industries
120 East 34th St.
New York, N.Y. 10016

National Association of Retail Grocers
360 North Michigan Ave.
Chicago, Ill. 60601

National Retail Merchants Association
100 West 31st St.
New York, N.Y. 10001

New York State Department of Labor
Division of Employment
State Office Campus
Albany, N.Y. 10017

New York State Education Department
Bureau of Secondary Curriculum
Development
Washington Ave.
Albany, N.Y. 12224

Ohio State University Materials
Laboratory
124 West 17th Ave.
Columbus, Ohio 43210

Point-of-Purchase Advertising
Institute, Inc.
11 West 42d St.
New York, N.Y. 10036

Praeger Publishers, Inc.
111 Fourth Ave.
New York, N.Y. 10003

Progressive Grocer
708 3d Ave.
New York, N.Y. 10017

Psychological Corp.
304 East 45th St.
New York, N.Y. 10017

Reinhold Book Corp.
430 Park Ave.
New York, N.Y. 10022

Sales and Marketing Executives
International, Inc.
630 3d Ave.
New York, N.Y. 10017

Science Research Associates, Inc.
259 East Erie St.
Chicago, Ill. 60611

Small Business Administration
26 Federal Plaza
New York, N.Y. 10007

South-Western Publishing Co.
5101 Madison Rd.
Cincinnati, Ohio 45227

United Transparencies, Inc.
P.O. Box 688
Binghamton, N.Y. 13902

University of Minnesota
Audio Visual Extension
2037 University Avenue, Southeast
Minneapolis, Minn. 55455

University of Texas
Division of Extension
Instruction Materials Laboratory
Austin, Texas 78712

Upson Co.
Lockport, N.Y. 14094

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

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Getting and keeping your first job. Guidance Associates. Two filmstrips. Sound. Color. Purchase - Guidance Associates.

Job interview tips. University of Minnesota. Color. Purchase - University of Minnesota.

Johnny on the spot. University of Minnesota. Sound. Color. Purchase - University of Minnesota.

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Preparing for an interview. J. C. Penney Co. Inc. Color. Sound. 6 min. Purchase - J. C. Penney Co., Inc.

Profitable merchandising techniques. Fairchild Visuals. 1969. 36 slides. Purchase - Fairchild Publications, Inc.

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PERIODICALS

American Grocer
Grocery Trade Publishing Co.

Chain Store Age
Lebhar-Friedman Publications

Discount Store News
Lebhar-Friedman Publications

Display World
Display Publishing Co.

Footwear News
Fairchild Publications

Marketing Times
Sales and Marketing Executives International, Inc.

The Merchandiser
Merchandiser Publishing Co., Inc.

Progressive Grocer
Progressive Grocer

Stores
National Retail Merchants Association

Supermarket News
Fairchild Publications